

# Minutes of meeting

## SIS-Committee Meeting

<b>Date:</b>	20 August 2020	<b>Time:</b>	11:00
<b>Location:</b>	Teams Meeting	<b>Clerk:</b>	Emma Pemberton (EP)
<p><b>Attendees:</b></p> <p><b>Trustees</b></p> <p>Jan Renou (JR) Member of Board of Trustees and Chair of meeting)</p> <p>Paul Hann (PH) Chairman of Board of Trustees</p> <p>Ian Brookman (IB) Member of the Board of Trustees</p> <p>Peter Murray (PM) Founding Chairman of the Board of Trustees</p> <p><b>In attendance:</b></p> <p>Rob Pritchard (RP) National Director of Education</p> <p>Tuesday Humby (TH) National Director of Teaching and Training</p> <p>Nick Hudson (NH) Chief Executive Officer</p> <p>Diana Murray (DM) Ormiston Trust</p> <p>Don Jones (DJ) Head of Data Analysis Strategy and Quality Improvement</p>			

	Item	Action	Initials
1.	<p><b>Welcome &amp; Apologies</b></p> <p>The Chair welcomed all to the meeting and acknowledged no apologies had been received.</p>		
2.	<p><b>Review of 30 June 2020 Minutes</b></p> <p>June 2020 minutes reviewed and acknowledged as a true record of the meeting.</p> <p>Items from May meeting to be carried forward to November meeting.</p> <p>The Chair suggested adding a review of September opening to be included for November meeting.</p>	<p>November agenda item.</p> <p>November agenda item.</p>	<p>EP</p> <p>EP</p>

<p><b>3.</b></p>	<p><b>SEND Policy</b></p> <p>Trustees commended the author on producing such an inclusive, thorough and well written policy.</p> <p><u>Section 3.4.1 - Medical Conditions (Page 6)</u></p> <p>The Trustees queried the section '<i>Difficulties related solely to limitations in English, from pupils whose first language is not English, are not special educational needs</i>'. The Trustees asked if this section could be expanded on to provide more clarity and information.</p> <p>The National Director for Education confirmed that further information, or a link to additional information, could be included within the policy.</p> <p><u>Section 4 – Roles and Responsibilities (Page 7)</u></p> <p>The Trustees queried the role of the Senco. Would the role be better placed to sit within the leadership team?</p> <p>The National Director for Teaching and Learning confirmed that an element of Senco in role are relatively new to the process and it was felt more suitable for these roles to report in to the senior leadership team for a period of time, but confirmed that it would be possible to amend the policy to identify the role as a management position within SEND.</p> <p>The National Director for Education confirmed plans for a two-year academy review process, with visits to all academies being arranged to embed SEND policy and improve consistency across the Trust.</p> <p>The Trustees expressed their gratitude to the National Director for Primary and SEND for producing such a thorough and well-structured policy.</p>	<p>Suggested signposting to guidance on EFL.</p> <p>Section to be reviewed and updated.</p> <p>Section to be reviewed and updated.</p>	<p>RP</p> <p>RP</p> <p>TH</p>
<p><b>4.</b></p>	<p><b>NQT Policy</b></p> <p>The National Director for Teaching and Learning confirmed that the NQT policy has not changed significantly since it was last reviewed. As a result, there are only minimal changes to the policy.</p> <p>The Trustees observed that, although the focus is on teaching, the policy does not significantly illustrate how we teach broader elements of the role, such as extra-curricular activities or dealing with specific issues.</p> <p>The National Director for Teaching and Learning confirmed that the policy covers all teaching standards across the year groups, and it is therefore unable to provide that level of information within the one policy. There is separate information available that evidences learning that could be sent to Trustees to illustrate what is being covered over the next two years.</p> <p>The Trustees asked if there are any link for peer to peer support via the teaching school?</p>	<p>To provide Trustees with supporting information in relation to teaching NQTs across a broad range of elements.</p>	<p>TH</p>

	<p>The National Director for Teaching and Learning confirmed that, as this is an element that cannot be applied across the Trust as a whole, it was not included within the policy.</p> <p>The Trustees commended the National Director of Teaching and Learning for producing such a thorough and well-structured policy.</p> <p>Trustees content for the policy to proceed.</p>		
<p><b>5.</b></p>	<p><b>Decision Making Framework</b></p> <p>The Chief Executive Officer provided a brief summary of the timeline of activities relating to the production of the decision making framework and confirmed that the Board felt it appropriate for the School Improvement Sub-Committee to review their respective element of the policy before moving to the next stage.</p> <p>The Trustees felt that the document was well drafted and commended the author for the thoroughness of the content.</p> <p>The Trustees asked if it would be useful to have an appendix to support the Decision Making Framework to clearly indicate where responsibility for each element sits.</p> <p>The National Director for Education confirmed that the Scheme of Delegation will be reviewed and updated once the initial framework document has been agreed. The scheme of Delegation will therefore provide this information.</p> <p><u>Section 2 - Child Welfare and Protection – Queries on LGB</u></p> <p>The Trustees questioned the current wording within the ‘Child Welfare and Protection’ element of the policy, which states that the Local Governing Body (LGB) are only ‘informed of safeguarding complaints, referrals and training within school’. Is this correct?</p> <p>That National Director for Education confirmed that this is not the case and the LGB has more input supporting the school community. This section could be reworded accordingly.</p> <p><u>Section 2 - Educational standards and pupil outcomes: Monitoring and Reporting - Queries relating to LGB</u></p> <p>A discussion took place around the role of the Local Governing Body (LGB), within the school environment and how it could best serve the school community.</p> <p>The Trustees confirmed that the LGB has important role to play in being the voice of the school community during Ofsted visits as well as being having an important role in supporting safeguarding.</p> <p>The National Director for Education confirmed that conversations are currently taking place with a number of school bodies in the form of consultations to help adapt the policy.</p>	<p>Section to be reviewed.</p>	<p>RP</p>

	<p><u>Section 2 - Educational standards and pupil outcomes: Teaching and Learning - Queries relating to LGB</u></p> <p>Discussion took place on how the LGB could effectively support the effectiveness of CPD with teachers. It was accepted that LGBs across the Trust have different approaches and it may be difficult to achieve consistency in approach.</p> <p>The National Director for Teaching and Learning confirmed that it would be possible for the LGB to become more involved in this area, but it would require further assessment to determine how best for this to be achieved.</p> <p>The Trustees asked how much contact OAT had with LGBs.</p> <p>The Chief Executive Officer confirmed that OATs relationship with LGBs to be important and confirmed that the SLT have been working hard to become more visible at regional LGB events over the past twelve months, whether in person or over Teams. This has been an important change in working practice and this will be expanded to explore increased attendance at LGBs moving forward.</p>		
<p><b>6.</b></p>	<p><b>GCSE / A Level Results</b></p> <p>The Trustees expressed their thanks to the National Director for Education for providing the latest GCSE data prior to the meeting, under such short timescales.</p> <p>The National Director for Education confirmed that the past two weeks have been very challenging for schools and students alike and reviewed the current data with attendees, confirming that BTEC information had been removed due to remarking taking place by Pearson.</p> <p>Throughout the process OAT has worked hard to ensure that the process was a fair, robust and a realistic measure of the student's achievements and feel that the data reflects this. Grades went through a moderation process and the results across the Trust are reflective of our expectations this year with GCSE expectations originally set at 36%, with final results showing 37.6%, which feels right as a threshold.</p> <p>The National Director for Education then reviewed the data received with the Trustees in more detail but confirmed that at present there was no significant change in A level information.</p> <p>The big concern for A level students at present sits around learning destinations, which is a rapidly changing environment. Students are facing the difficult decision on whether to attempt to regain their first-choice options and engage with clearing. OAT has 64% of students planning to stay within education opposed to 47% last year.</p> <p>The Trustees asked how the new results were communicated to A level students.</p>		

The National Director for Education confirmed that the GCSE and A level grades were sent over together.

The Chief Executive Officer confirmed that students could speak to clearing based on the centre assess grades (CAGs) received from schools so they did not have to wait for the information from exam boards, which was a massive benefit to students.

The National Director for Education confirmed that there would be no league tables issued this year but anticipate that this will be reintroduced next year.

The Trustees asked if there had been any queries raised by students throughout the results process.

The National Director for Teaching and Learning confirmed that OAT had worked hard across the board to eliminate the potential for issues for students on CAGs and were happy to report that the experience in academies for GCSEs and A levels (last week), were positive.

The National Director for Education introduced the Head of Data Analysis Strategy and Quality Improvement to the meeting in order to support any questions from the Trustees on the exam process applied.

A discussion took place looking at the data collection points throughout the year, particularly DC2 and how well they support and provide valued input to the process. The Trustees asked if OAT would continue to investigate any particular anomalies.

The National Director for Education confirmed that the results would be analysed in coming weeks to identify areas any anomalies. There are often a number of factors to consider for academies that stand out, including a new principal making a big impact or a change in cohort.

The Head of Data Analysis Strategy and Quality Improvement added that it is prudent to note that some academies apply different approaches and apply working grades rather than predictions as these are felt as more realistic figure.

The Trustees asked if the vocational results would be subject to further change.

The Head of Data Analysis Strategy and Quality Improvement confirmed that some Level 3 grades may change.

A discussion took place overviewing the results for academies, where the Chief Executive Officer confirmed that OATs results overall were in line with targets set pre-Covid 19. This is a huge credit to the internal assessment process that was applied consistently across all academies. It is anticipated that the national rate will be c13%, and OAT is looking to sit c5/6%, which is real testament to all our academies and the process applied. As a Trust we feel we have done the right thing for the students; finishing within the tolerance of what we have hoped to achieve. All at OAT should be hugely proud of this.

	<p>The Trustees agreed that the outcome is a credit to the systems put in place. OAT can confidently defend outcomes, but this may give the Trust an opportunity to reassess data collection.</p> <p>The National Director for Education confirmed that data collection would normally occur early October, but as students have been out of the school environment for six months so this has been delayed to allow schools time to assess deficits in learning and cater teaching to these gaps so that the information collected is meaningful.</p> <p>The Trustees asked if there had been any consideration for students being allowed to drop elements of the curriculum to focus on core subjects. (Other than that reported by the Exam Boards for English in dropping the Poetry element)</p> <p>The National Director for Education confirmed that OAT would not be endorsing this approach as the aim of the Trust is to offer a full breadth curriculum.</p> <p>The Trustees extended their thanks to the Head of Data Analysis Strategy and Quality Improvement for the work involved in processing both the GCSE and A Level results.</p> <p>As a Trust, we are in a good position as we can confidently standby our results with conviction knowing we put our students first.</p> <p>The Trustees also wished to congratulate the staff and students for the excellent results achieved.</p>		
<p>7.</p>	<p><b>A.O.B.</b></p> <p>Trustees proposed an introduction of new Trustee, Karen Bramwell, to join the School Improvement sub-committee.</p> <p>A discussion took place reviewing the recommendations for the addition and all happy and content to invite Karen to join the committee.</p>		
<p>8.</p>	<p><b>The next School Improvement Sub-committee meeting will be held 12 November 2020 via Teams.</b></p>		